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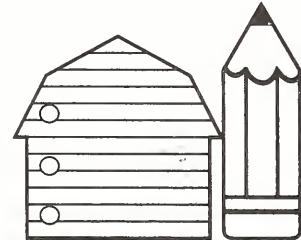
Ag in the Classroom

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Notes

A bi-monthly newsletter for the Agriculture in the Classroom Program. Sponsored by the U.S. Dept. of Agriculture to help students understand the important role of agriculture in the United States economy. For information, contact: Shirley Traxler, Director, Room 317-A, Administration Bldg., USDA, Washington, D.C. 20250-2200. 202/720-5727

United States
Department of
Agriculture



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Videos Bring Nutrition Information to the MTV Generation

The average child spends more hours watching television than he or she does in school. As kids watch, they are bombarded by advertising that encourages them to eat foods that may be high in fat or sugar.

The Florida Department of Agriculture has developed a series of rap music video public service announcements (PSAs) that encourage children and parents to eat nutritious foods. The videos feature a group called FRESH-2-U. These grade-school-age youngsters sing and dance as they promote a variety of good nutrition messages.

"The FRESH-2-U concept was designed to have a certain allure that reaches out to kids and hammers home the point that eating can be fun and nutritional," said Bob Crawford, Florida Agriculture Commissioner. "We believe this is the first time that so much quality has been put into children's television ads that aren't selling soda pop, bubble gum or video games."

The 10- or 30-second PSAs bring nutrition information to today's MTV generation. Titles include "We're Fresh to You"; "Snooze You Lose"; "Future Jocks"; "Scrub It Up"; "Snack Attack"; "When in Doubt"; and "Do You Know."

One 30-second rap, titled "Don't Spoil Your Fun," promotes a basic food safety message with these lyrics:

We're goin' on a picnic and have some fun
Gonna lie on a blanket in the summer sun
Got my sunscreen on to protect my skin
And an ice cold cooler to keep the food in.

*And remember, if you haven't
been told*

*Keep hot foods hot and cold
foods cold.*

*'Cause if you don't it'll go bad
quick.*

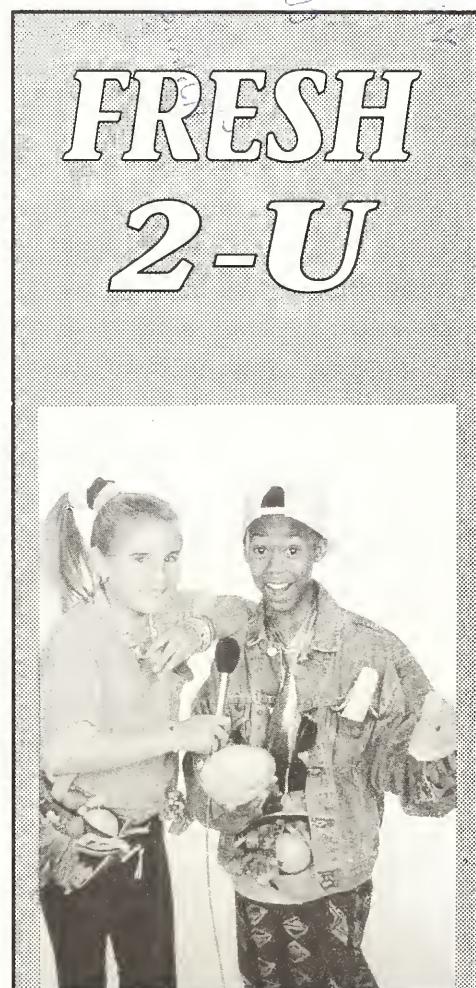
*And don't eat nothin' that'll
make you sick.*

*So stick to the rules and don't
be dumb*

*So the food won't spoil and
spoil your fun.*

The music videos are currently playing on Fox stations in North Florida and the Panhandle. In addition to the videos, the Department will make available to youngsters a free FRESH-2-U kit that features full-color collectable trading cards and posters of the young stars. The kit also includes coloring sheets of the group and a child's recipe book. "We think children will learn about sound nutrition and food safety without feeling like adults are force-feeding them information," Crawford said.

For more information on the FRESH-2-U campaign, contact the Florida Department of Agriculture and Consumer Services, Bob Crawford, Commissioner, The Capitol, Tallahassee, FL 32399-0800, or call (904) 488-7000.



Rap music videos playing on commercial television stations are encouraging

*Florida kids to make nutritious food
choices.*

Editor's Note

The 1993 Ag in the Classroom National Conference will be in Washington, D.C. June 5, 6, 7 and 8. The conference hotel is the Holiday Inn Crowne Plaza at 775 12th Street, NW. With the change in administration, many of you will want to attend, and while you're in Washington, take time to visit newly elected and appointed officials.

The conference is for everyone who is actively involved in Ag in the Classroom. You will see new materials, learn about successful funding strategies, meet teachers who have successfully integrated agriculture into their curriculum, and hear about innovative ideas that have worked. Registration information will be printed in the next issue of Notes.

Two other dates to keep in mind are the Western Regional Conference in Bozeman, Montana on March 11, 12 and 13 (For information, contact Marie Hovland, 389 Airport Road, Great Falls, MT; 406/727-5045); and the New England/New York Consortium Regional Meeting in Northwood, New Hampshire on March 23, 24 and 25. (For information, contact Lynn Blye, Department of Agriculture, Concord, NH 03302; 603/271-3696.)

Farm-City Teams, New Ag-tivities Book Keep AITC Moving in Minnesota

Because of the success of Minnesota's Ag in the Classroom program, a growing number of city students understand the origins of their food and fiber. But for too many of these students, the connection between the farm and the city is still tenuous.

To help students see the connection between ag producers and city users of

agricultural products, Minnesota AITC sent more than 70 teams of presenters into classrooms in the metropolitan area during Farm-City Week. Each team consisted of a producer and a person representing a related city industry to show the relationships between those who live and work in the country and those who make their homes in the cities. For example, a wheat farmer was paired with someone from General Mills, and a soybean producer was paired with a person who prints using soy ink.

Some of the presenters brought in agricultural products to show the students. Some even brought live animals—in fact, Lieutenant Governor Joanelle Dyrstad was accompanied to a third grade classroom by a real turkey! (Only the turkey's photo made the newspaper.)

"Farm-City Week reminds children, and adults as well, that the food we see in our supermarkets doesn't just appear there. It is produced through the efforts of many hard-working people," Dyrstad noted.

"Nothing can replace that personal interaction in the classroom," says Al Withers, state contact for AITC in Minnesota. "Teachers and students respond best to a real person. They either have to take a field trip, which we're trying to help them do with our mini-grant

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Minnesota Lieutenant Governor Joanelle Dyrstad was part of a team that visited Minnesota classrooms for Farm-City Week. As part of the visit, the Minnesota Turkey Council brought a turkey to show the students. Teachers became scientists and learned new ways to teach science to their students at this summer's South Carolina teachers' institute.

See Ag-tivities, page 7

Spotlight

Alabama Teacher Uses Agriculture to Teach Economics, History and Government

What began as an effort to make the study of economics and history more relevant to her own students has now become a series of curriculum lessons distributed throughout the state of Alabama. Pamela Bryant, who teaches economics, government, and AP American history at Guntersville High School in Guntersville, Alabama, is one of the teachers who has been instrumental in developing Alabama's new high school AITC materials.

When Bryant first started incorporating agriculture into her high school curriculum, her school enrolled a number of students from rural areas. "When students see the relationship between what they're learning in the classroom and the rest of their lives, they're going to be more interested . . . and learn more," she says.

Bryant uses agriculture to enhance students' understanding of the proscribed curriculum. "When we teach the basic factors of production—land, labor, capital, and entrepreneurship—agriculture is a natural way for students to understand those concepts," she believes. "Even at the high school level, students prefer hands-on learning," Bryant says. It's not unusual for students to bring in examples of soybeans or corn after she has used these crops as an illustration of an economic principle.

She also adds agriculture units to fill in gaps she sees in what students need to know. "Most economics textbooks include far too little information about international trade and development," Bryant believes.

One unit, for example, introduces students to various theories about why nations grow. Then each student researches information about a developing nation to analyze the reasons why these nations are or are not developing. For several days during the unit, she requires them to live on the daily per capita income of the nation they are studying—usually less than \$5 per day. That experience, she has found, "really opens students' eyes to the conditions in other parts of the world."

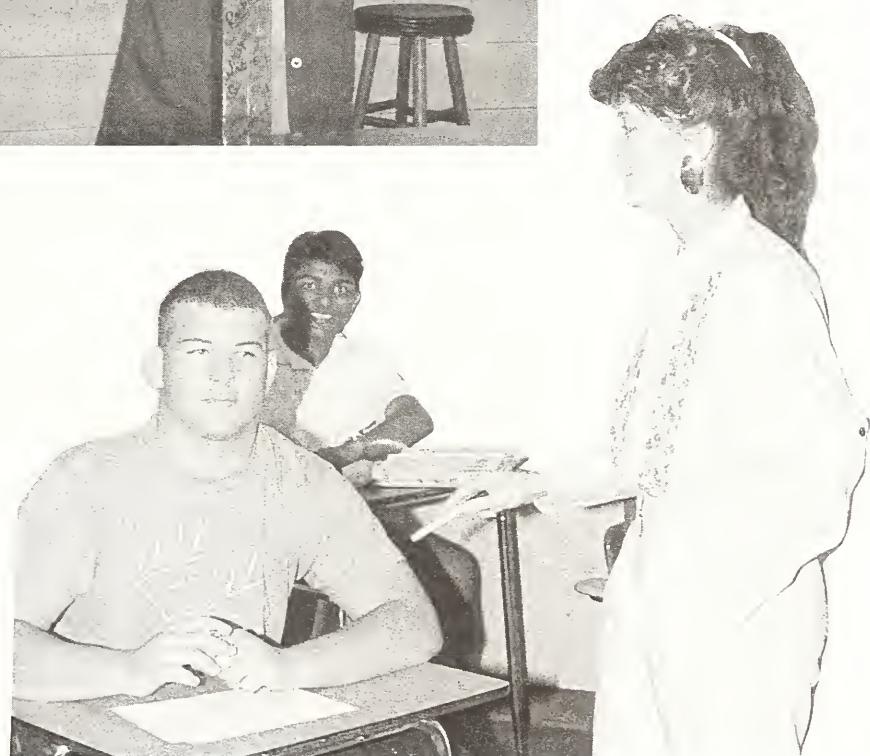
"It seems to me that too many people have lost sight of the fact that you have to provide

the basic necessities—food and fiber—before moving on to further development," Bryant says. "I want my students to understand that agriculture is what helps nations put first things first."

Following that discussion, students analyze what is happening in their own nation. "They can see for themselves that agriculture is essential for prosperity," she says.



Alabama high school students learn about agriculture as they study economics and government in Pamela Bryant's classes.



Video Highlights Research Career of Eminent Soybean Breeder

Decisions students make in the middle and high school years may affect the future of agriculture for a generation. A new video produced by the Agricultural Research Service (ARS) is designed to attract these students to a career that they might overlook—the field of agronomy.

"The Soybean Doctor: Edgar E. Hartwig, Research Agronomist," is an 11-minute mini-documentary that touches on the highlights of the 50-year career of the most notable soybean breeder in the world. As the narration in the video notes, it is "about dedication—and how one person, a plant breeder, can make a major impact on American agriculture."

"We're hoping to show that the fields of agronomy and agricultural science are exciting for young people to enter," says Will Pemble, a television specialist with the Agricultural Research Service.

The video presents Hartwig as a man who "assisted nature." The breeding techniques he developed—and the new varieties that resulted from his research—have increased yields and developed varieties that are more resistant to disease and insects. Students learn that in just one five-year period, Dr. Hartwig was responsible for increasing incomes of southern farmers by more than \$400 million.

Although his research has led to the development of more than 23 different varieties of soybeans, Hartwig notes in the video that there is still plenty of work for young people who may follow in his footsteps.

"New problems develop every day," he says. "There's always something interesting to work on."

VHS copies of the tape are available on loan from USDA-ARS Mid-South Area Office, Jamie Whitten Delta States Research Center, P.O. Box 225, Stoneville, MS 38776.

Teachers have permission to copy the tape.



Dr. Edgar E. Hartwig

photo by John Kucharski

Agriculture Yearbook Features . . .

"New Crops, New Uses, New Markets" is the title of the 1992 Yearbook of Agriculture. The yearbook offers information about products from nontraditional crops and their importance to the entire U.S. economy.

"Finding new ways to tap the abundance of our natural resources will benefit not only agriculture but consumers and society as a whole," said Secretary of Agriculture Edward Madigan. "Developing industrial uses for agricultural commodities will open new domestic markets for American farm products, generate new jobs, boost income, and ensure economic vitality in rural communities."

Among the nontraditional crops featured in the 1992 Yearbook are kenaf, guayule, crambe, industrial rapeseed, and lesquerella. The book also describes new products from

traditional crops and animal products, including motor fuels from corn, ink from soybeans, industrial oils from seed crops such as rapeseed, medicines from plants and dairy products, and biodegradable plastic from corn starch.

One chapter presents the experiences and challenges of nine farmers who are growing new oil-source crops such as crambe in North Dakota, rapeseed in Tennessee, lesquerella in Arizona and jojoba in Arizona and California, and fiber-pulp sources like milkweed in Nebraska and kenaf in Texas.

The book offers historical background on development of new crops in America from Colonial days to the present.

It gives up-to-date information about recent scientific and technological breakthroughs,

Celebrate National Agriculture Week

March 14-20, 1993

Across the United States, the more than 21 million men and women who provide the food and fiber Americans depend on every day will be honored during the 20th Anniversary of National Agriculture Week (March 14-20, 1993) and National Agriculture Day (March 20).

The 20th anniversary theme, "American Agriculture—Growing Better Every Day," conveys the message that America's food and agriculture system is a progressive, forward-thinking industry that is continuously striving to improve its methods and better respond to consumer needs and trends.

National Agriculture Day and National Agriculture Week coincide with the beginning of spring when thousands of farmers across the country are preparing their fields for planting. The annual observance is designed to direct attention to the important contributions made by the food and agriculture industry.

"Without a national observance, it is too easy to forget the important role the American food and agriculture industry plays in our daily lives," says Keith Nelson, chairman of the Agriculture Council of America, coordinator of the nationwide celebration. "We tend to take for granted the very industry that puts food on our table, clothes on our backs and shelter over our heads each day. National Agriculture Week provides an opportunity for all Americans to take a moment and reflect upon the many ways agriculture touches their lives."

To mark the 20th Anniversary of National Agriculture Day and National Agriculture Week 1993, the Ag Council, through special funding from John Deere and Company, has commissioned Bart Forbes to create an original oil painting. "The Faces of Agriculture" is the title of this year's painting, which illustrates the many people involved in America's food and agriculture industry. Posters of the painting will be produced and distributed by a number of agricultural groups and state departments of agriculture across the country. They are available for the cost of \$5, which includes shipping and handling.

The Agriculture Council will once again provide activity kits designed to promote National Ag Day and Week for use by everyone in the food and agriculture industry. These kits include speeches, press releases, useful facts on agriculture, and Ag Day logo sheets. Also included in the kits is a sample Agriculture Fact Card, a handy wallet-size card which contains interesting facts on agriculture. The kits are available for \$5, including shipping and handling. The fact cards can be ordered in bulk quantities for a cost of 10 cents each, including shipping and handling.

If you wish to order National Agriculture Day posters, activity kits, or fact cards, or want more information on National Agriculture Day/Week, please call Agriculture Council of America at 202/682-9200 or write to them at 927 15th Street NW, Suite 800, Washington, D.C. 20005

. . Nontraditional Crops

and emphasizes the process of researching, commercializing, and marketing products made from agricultural materials for industrial and end-use consumers.

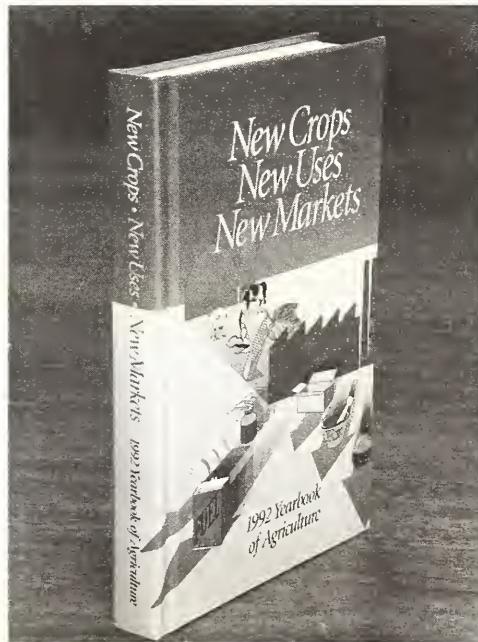
Special emphasis is given to renewable fuels and products for food industries.

The 300-page hardcover anthology is illustrated with photographs, charts and tables.

It was printed with soy ink on recycled paper—demonstrating how agricultural products can be used.

Copies of the yearbook are available for \$14 from the Superintendent of Documents, Washington, DC 20402.

In addition, the yearbook will be sold at government bookstores in many cities.



Information on nontraditional crops, from the farmers who grow them to new industrial uses that offer the possibility of additional economic development, is included in the 1992 Yearbook of Agriculture.

Alabama Materials Focus on High School Curriculum

In Colonial America, nearly 98 percent of the population was engaged in agriculture. Yet when students study the Colonial Era in their American history class, they will probably learn almost nothing about the important role of agriculture in our nation's history.

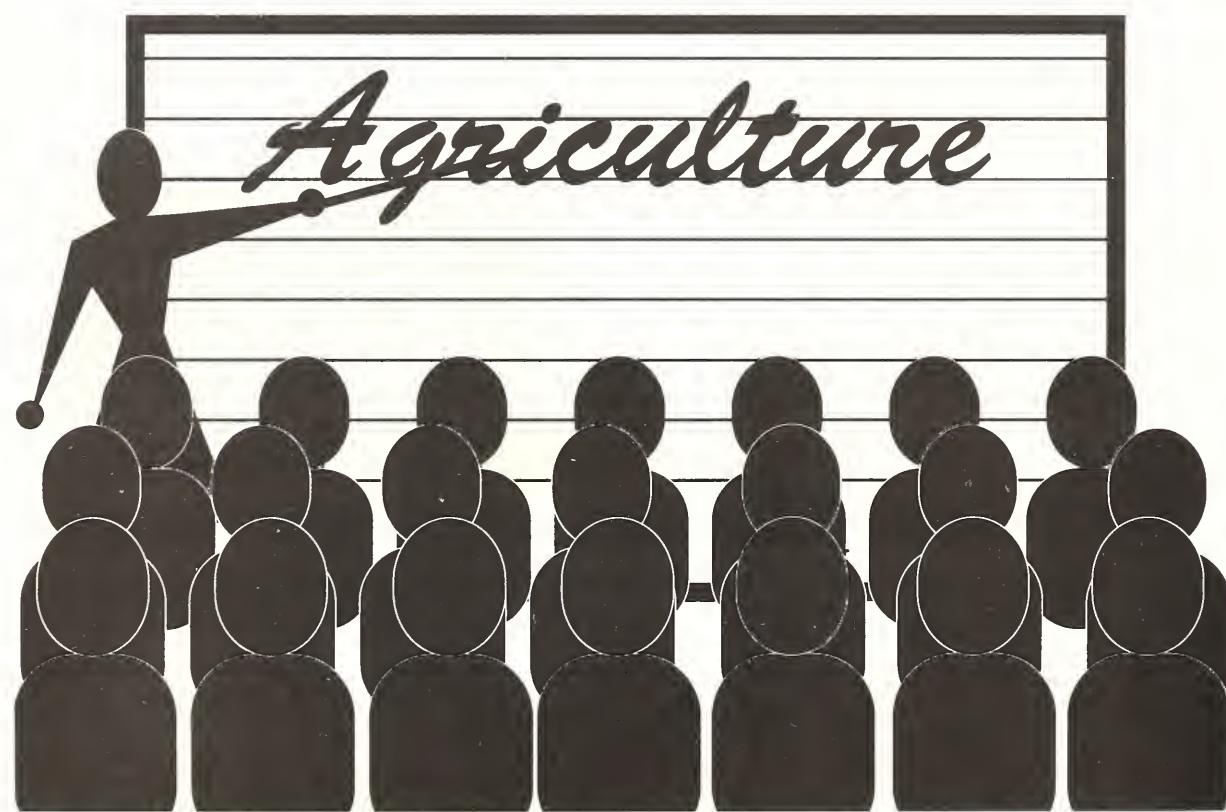
Now, thanks to new materials developed by Alabama's Ag in the Classroom program, secondary social studies teachers can incorporate information about agriculture into their American history, world history, government, and economics classes. "We are now two or three generations away from any direct contact with agriculture," says Jane Alice Lee, state contact for AITC in Alabama. "We hate for a whole generation to leave school without any real exposure to the impact agriculture has on their lives."

Ed Caradine, a member of Alabama's AITC steering committee and the executive director of the Alabama Council on Economic Education, coordinated the curriculum development project. "At the graduate level, courses in economic history always include sections on the history of agriculture," he says. "But as you examine high school history textbooks, the subject is missing to a great extent. Students

certainly should be familiar with the role that agriculture has played in the development of this country."

Many of the activities get students directly involved in solving problems and in thinking creatively. For example, one economics lesson plan is designed to show students how supply and demand influence prices. In a simulation activity, students create their own soybean market, with buyers trying to purchase soybeans at the lowest possible price and sellers trying to earn the highest possible price. Then, using the data they have themselves generated, students analyze patterns of supply and demand and calculate the equilibrium price for soybeans in their class.

The materials have been carefully designed to meet the needs of high school teachers. For example, teachers said the overcrowded secondary school social studies curriculum would probably allow only a unit of a week to ten days. Lee adds, "Although we are providing inservice opportunities throughout the state, teachers don't need lengthy training sessions to put these units into use in their classroom."



Ag-tivities Book Keep AITC Moving in Minnesota

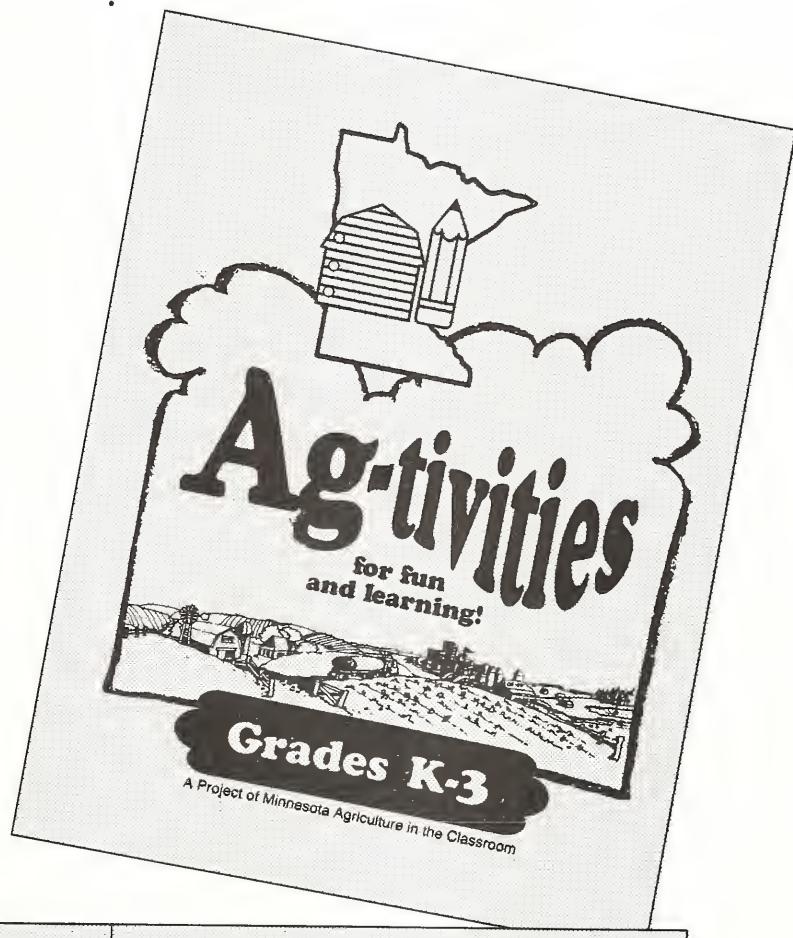
Ag-ктивітіс, from page 2 _____

program, or you have to bring people in the classroom.”

All the presenters left a care package for the teachers they visited. Included were copies of the Minnesota Ag Mag, materials from commodity groups and ag groups, and Minnesota AITC's latest curriculum activities booklets, "Ag-ivities for Fun and Learning."

The activities booklets expand and extend Minnesota's popular Ag Mag. "While the magazine is aimed at students, the Ag-tivities booklet is directed at teachers," Withers says. With one booklet aimed entirely at grades K-3, the Ag-tivities also expand the age range of students who can learn more about agriculture.

One highlight of both booklets is a section entitled “Idea Starters”—activities that take five minutes or less. They are ideal for those times when students have a few minutes before moving on to their next class. “Research shows that the best teachers make use of every available moment,” Withers says, “and these activities expand their repertoire by allowing them to squeeze an activity into even the busiest day.”



Name _____

Minnesota Connections: Imports are everywhere

Millions of tons of imports come into Minnesota each year. They bring variety to our lives because we can have and use things that are not produced in Minnesota. They also make it possible for us to take advantage of more tropical growing seasons. We can enjoy fresh fruits and vegetables during the long, cold winter months that our own fields, gardens and orchards are not producing.

You may need a Minnesota map and a World map to locate these places. The dots on your Minnesota map represent each of the cities named below. How many of the Minnesota city locations do you know before you look at the state map? Getting to know our state is fun and interesting!

a. Fresh strawberries from Mexico end up in your strawberry sundae in Duluth.
Draw a red arrow from Mexico to Duluth.

b. Cotton from Brazil (South America) is served at a restaurant in Benilde.
Draw a red arrow from Brazil to Benilde.

c. Wool from Australia is blended in a blazer sold in Rochester.
Draw a red arrow from Australia to Rochester.

d. Olive oil from Spain is used in salad dressing made in Minneapolis.
Draw a red arrow from Spain to Minneapolis.

e. Apples from Canada are sold in supermarkets in Worthington during the months fresh apples aren't available in Minnesota. Draw a red arrow from New Zealand to Worthington.

f. Cotton from China is sold at a fabric store in Moorhead.
Draw a red arrow from China to Moorhead.

g. Your family is building a garage. The lumber comes from Canada.
Draw a red arrow from Canada to your part of Minnesota.

These are just a few of the things that are imported into our state. And while imported products are coming in, what's happening to many of our own Minnesota crops? We're busy exporting them to nations throughout the world!

Name _____

Analogies from the Farm

Analogies are a fun way to compare something you have or are doing to something else. There are many analogies made to things on a farm. For instance, "You are as busy as a bee" or "He looks as strong as an ox."

Can you think of other farm analogies? Write them on the lines below and share them with your friends.

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Ag in the Classroom---State Contacts

The individuals listed here are key reference persons in each state. If you have any questions, want to make reports, or need more information about your state's Ag in the Classroom program, contact the following:

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Ag in the Classroom Notes

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